

## ***Corporate Learning Course***

### **TEACHING OUTLINE**

#### **Emergency Services/Operations**

**Lesson Objective:** Explain how the wing operates to carry out the Emergency Services mission.

**ATTENTION:** Emergency Services is one of CAP's most visible missions, and perhaps the most well known. Since CAP's inception in 1941, the organization has always come to the aid of its friends and neighbors, as it does today.

**MOTIVATION:** CAP ES is CAP's most visible mission because it uses the highest percentage of members, the most assets, and the most monetary resources. But it is important because it is dedicated to saving lives. All the training, all the assets, all the people involved are focused on one objective: to come to the aid of friends and neighbors. Though there is no accurate count, we have estimated that CAP has saved thousands of lives since its inception. What we want to do here is show you how the wing contributes to and coordinates the effort.

**OVERVIEW:** Over the next three hours you will hear from several people who will introduce you to everything from safety to communications. Though you may already be involved with Emergency Services in one way or another, this class will give you more of an appreciation of how the wing contributes – and how squadrons work with the wing to accomplish this vital mission.

#### **BODY**

##### **Behavioral Objectives:**

##### **Emergency Services (25 minutes)**

1. List the members of the Wing's ES staff.
2. Discuss all supplemental wing policies to applicable ES Directives (do not go into detail, just cover the main points), if applicable.
3. Discuss pertinent agreements and MOU's with local and state agencies, if any. Tell how these agreements affect wing and squadron operations. (ref: CAPM 50-15, CAPR 55-1)
4. Explain what AFRCC and AFNCEP is and how the wing interacts with them to perform their missions. (ref: CAPM 50-15)
5. Discuss wing methods for alerting personnel in the event of a SAR or Civil Defense mission, including how squadrons can become more involved.
6. Discuss how the wing certifies members to participate in missions, and how squadrons are expected to contribute to the effort (How much training does the wing expect the squadrons to do?) (ref: CAPR 35-6, CAPR 50-11, CAPM 50-15, CAPR 55-1, CAPR 60-1)
7. Discuss the wing program for tracking ES currency, and describe the information required for both the wing and squadrons to keep complete records. (ref: CAPR 35-6, CAPM 50-15, CAPR 55-1, CAPR 60-1)

#### **Teaching Outline**

##### **MP I. Primary members of the wing ES staff (List personnel only)**

- A. Director of Emergency Services and staff**
- B. Director of Operations and staff**
- C. Safety Officer**
- D. Director of Communications and staff**
- E. Counterdrug Coordinator**
- F. Drug Demand Reduction Coordinator**

**MP II. Supplemental wing policies to ES directives**

- A. Briefly cover main points**
- B. Discuss how wing policy affects unit operations**

**MP III. Pertinent agreements and MOUs with local and state agencies**

How these agreements affect wing and unit operations

**MP IV. Description of organizations**

- A. Air Force Rescue Coordination Center (AFRCC)**
  - 1. What it is**
  - 2. How it interacts with the wing to perform missions**
- B. AFNSEP**
  - 1. What it is**
  - 2. How it interacts with the wing to perform missions**

**MP V. Wing methods for alerting personnel in the event of a SAR or DR mission**

- A. Call-down roster**
- B. E-mail**
- C. Radio**
- D. Other**

**MP VI. Wing training and certification**

- A. Wing ES training opportunities**
- B. Types of training delegated to squadrons**
- C. Wing certification procedures**
  - 1. aircrew**
  - 2. ground team**
  - 3. communications**
- D. Wing programs for tracking ES currency**
  - 1. Record keeping**
    - a. wing level**
    - b. unit**

### **General (Conclusion)**

#### **VII. How Emergency Services benefits and interacts with CAP's other primary missions (Brief)**

**A. Aerospace Education**

**B. Cadet Programs**

#### **Case Studies**

**Questions for facilitation**

### **CONCLUSION**

**SUMMARY:** Everything that CAP Emergency Services does within the wing touches the member and affects the unit. Its functions permeate every aspect of unit operations; and, when everything works in harmony, the infrastructure the functions provide make CAP one of the strongest agencies states and the federal government can call on to come to the aid of victims of natural and man-made disasters.

**CLOSURE:** As you know, CAP cadets play a huge role in the success of the ES mission. But, the Cadet Program within CAP reaches far beyond Emergency Services. It is one of the premiere youth organizations in the country, benefiting cadets in all aspects of their lives. The next section will show you not only how, but will explain the vital role the wing plays in making the Cadet Program a success.

## *Corporate Learning Course*

### **CASE STUDIES**

#### **Emergency Services Study #1**

**CASE STUDY OBJECTIVE:** To enable students to apply the information they have learned from the Emergency Services segment and reach a workable solution to the case presented.

**INSTRUCTOR NOTE:** In completing the case study students will provide samples of behavior which show comprehension of Developmental Objective 6 of the Safety function.

#### **CASE STUDY:**

You are the Wing Safety Officer and have just been called by the safety officer of the Eastdale Cadet Squadron. She tells you that one of their cadets broke his leg during a squadron SAREX over the weekend. It was a simple fracture, and the cadet is home expecting a full recovery. Thirty-six hours have passed since the accident, and she wants to know when or even if she should send in a CAP Form 78 Mishap Report Form.

What do you tell her? Why?

**Emergency Services Study #1****Questions for Facilitation:**

1. What do you think are the pertinent pieces of information in this scenario?

*An incident with bodily injury took place at an authorized CAP activity.*

*A CAPF 78 has not been initiated after 36 hours - there are 12 hours remaining in the compliance window.*

*The squadron safety officer (and commander by implication) does not appear to be familiar with established reporting procedures.*

2. What are the pertinent procedures for reporting accidents?

*The squadron commander, with the assistance of the safety officer submits a CAPF 78, Mishap Report Form, to the wing within 48 hours of the incident. The wing commander will initiate an investigation, forward the CAPF 78 to HQ CAP, and contact the wing legal officer. The wing investigating board will determine what happened, determine who - if anyone - should be held responsible, and report their findings to HQ CAP. The wing will also work with HQ CAP to work out the insurance/compensation issues, if applicable.*

3. What would likely happen if a Form 78 isn't submitted?
  - a. Liability
  - b. Command responsibility
  - c. Insurance implications
  - d. Other

*These answers should be crafted by the wing legal officer and safety officer based on the most current information available.*

4. Why would reporting the incident be the "right thing" to do ethically? What message will you send to other members if you submit the report? If you don't?

*Answers will vary, but spend a lot of time exploring these issues. The students' knowledge that doing the right thing is important and their acceptance of wing policy is what is key here, not just the knowledge of wing procedure.*

5. Instructor's questions.

## ***Corporate Learning Course***

### **CASE STUDIES**

#### **Emergency Services Study #2**

**CASE STUDY OBJECTIVE:** To enable students to apply the information they have learned from the Emergency Services segment and reach a workable solution to the case presented.

**INSTRUCTOR NOTE:** In completing the case study students will provide samples of behavior which show comprehension of Developmental Objectives 1 and 2 of the Operations function, and Objective 3 of the Safety function.

#### **CASE STUDY:**

You are the wing's Director of Operations and will be making a presentation at the annual wing conference. In the past two years, the wing has had to institute the Flight Release Program, the No-notice flight inspection program, and other wing specific programs to ensure a safe and effective flight program.

These programs have met with some resistance at the squadron level, and even among some wing staff members. They feel that even though these policies and programs must be complied with, they are too intrusive, and you are too "gung-ho" to find something wrong. In addition, you have had to give some Marginal and Unsatisfactory ratings to two of the wing squadrons in operational areas, but the wing commander concurred with your findings.

You suspect that some of the reason for the dissension is the natural aversion people have to anything new or restrictive. Still, you know that these programs must be carried out. How are you going to sell your position at the wing conference? What will you say to, if not to change minds outright, to at least ensure compliance?

## Emergency Services Study #2

### Questions for Facilitation:

1. Who's support should you enlist first?

*You should enlist the support of the wing commander and staff. The wing commander should be out front in his support - in action as well as in thought. Squadrons pay attention to the attitude of the wing staff, so their unified support - or at least the appearance of it - will take some of the wing out of squadron resistance.*

*Then, you must sell it to the squadron commanders. They need to understand how it will benefit them; or how they will be hurt if they don't support it.*

2. Can you really build support at the wing conference?

*Yes. Maybe not to the degree you want, but if you've laid the groundwork properly and present it as a necessary and beneficial program, you can get some support established. The important part lies in the follow-up work you do.*

*FUQ: What kind of groundwork can you lay?*

*Answers vary:*

*FUQ: How would you set up the presentation, what approach would you take?*

*Answers vary:*

3. What strategy will you use to build support from the field?

*Answers vary. Look for marketing as well as compliance centered approaches.*

4. Compliance is an ethical issue - discuss how this is so. Discuss in terms of: the issue itself, attitudes about compliance, the underlying issues of units that fail in these programs.

*Answers vary.*

5. What will you do if you can't foster support?

*Answers will vary, but all answers must include the continued administration of the programs.*

6. How do you think the aversion to these policies affect other policies which are trying to be implemented within the wing?

*Answers vary. Look for relationships with safety, flying, and ground missions of all types. Discuss why this is so in addition to what programs are affected*

7. Instructor's questions.